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ABSTRACT

The Office of Institutional Development and Technology and the Public Information Office created this report that identifies several topics of research in order to inform marketing efforts associated with enrollment management. The report is based upon demographic studies done at the College of Canyons to measure things such as changes in the size of student population, students' educational goals, and characteristics of students such as age and ethnicity. Some of the findings are as follows: The greatest growth of students was in the Fire and Technology Program, a 92% rise occurred in the number of students enrolled concurrently at COC and in high school, the most common age of a college student was 22 years old, and the greatest increase in ethnic distribution occurred for White and Latino/a students while the greatest decrease (21%) occurred in the number of Native American students. The study also found out the following facts about regular students that attend colleges out of the district: Most (58%) are planning to receive an associates degree or transfer, 56% are non-White, most are residents of either San Fernando Valley or Antelope Valley, and they have an equal distribution of female (51%) and male (49%) students. (Contains 10 figures and 7 tables.) (MZ)

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COLLEGE OF THE CANYONS

Santa Clarita Community College District
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Institutional Development and Technology

Enrollment Management: Demographic Changes

Report # 136

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Barry C. Gribbons, Ph.D.
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July 2003

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COLLEGE OF THE CANYONS

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ENROLLMENT MANAGEMENT: DEMOGRAPHIC CHANGES
July 2003

EXECUTIVE SUMMARY

The Office of Institutional Development and Technology, along with the Public Information Office identified several topics of research to inform marketing efforts associated with enrollment management. Enrollment management has been around for more than 30 years (Penn, 1999). As Mabry simply describes, "enrollment management is the process of defining enrollment goals and establishing procedures to reach these goals, thereby providing an institution with the mechanisms to control its size, shape, and character."(Mabry, 1987, p1.) In these times of significant reductions in the state budget and changing demographics, enrollment management studies can be especially useful.

Demographic analyses contained in this report are intended to assist in efforts to improve the efficiency of the College, especially related to marketing efforts. Many of the analyses address specific questions raised by the Public Information Office and augmented by the Office of Institutional Development and Technology, including:

- How has the size of the student populations changed, including students enrolled in Administration of Justice academies and in-services, students enrolled in Fire Technology in-service training programs, students concurrently enrolled in high school, and all other students?
- Are there changes in students' educational goals throughout the years?
- How have the demographic characteristics of the students changed over the years, including the age, gender, ethnicity, and community of residence?
- Given the rather large out-of-district population attending College of the Canyons, what are their characteristics?

The information is also intended to be useful in informing other related aspects of enrollment management, such as defining the natural growth in demand based on the shifting demographics. For either of these purposes, the information should be used in combination with other data, such as those presented in the Fact Book on the population and community characteristics.

General Population Shifts. The greatest growth in number of students was in Fire Technology **(increasing from zero students in Fall 1999 to 1,329 students in Fall 2002.)** This reflects the creation of a separate department for Fire Technology and efforts to provide in-service training. The growth is expected to continue at a moderate pace.

The percentage of students concurrently enrolled at COC and in a high school increased dramatically as well, from **484 in Fall 1999 to 931 in Fall 2002**, an increase of **92 percent**. Large increases are the result of policy changes, such as waiving fees for concurrently enrolled students and offering dual credit, and the creation of Academy of the Canyons. Currently, there is legislation to restrict concurrent enrollment (SB 338, Scott). This legislation is not expected to have a great impact on enrollments, though implementing some restrictions on enrollment in physical education and personal development courses could result. The larger, summer sports program will be unaffected, as it has already been moved to community extension, which is not affected by the pending legislation.

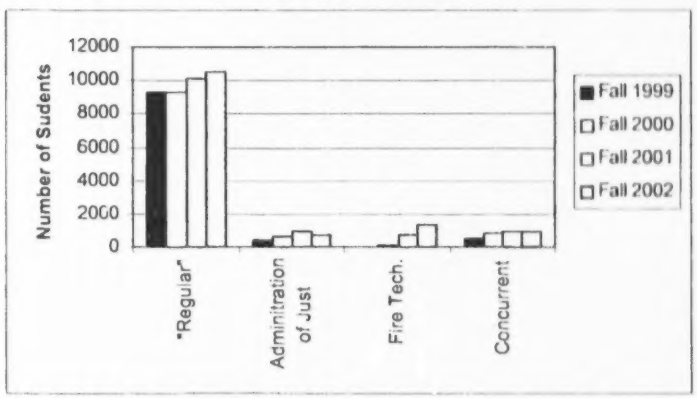

Figure 1. General Population Shift in Students Enrolled at College of the Canyons: Fall 1999 to Fall 2002.

During the three years, the number of "regular" (not concurrently enrolled, AJ, or Fire) students increased **13.5 percent, from 9,328 to 10,587**. This reflects a growth slightly higher than the growth of the population.

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The number of Administration of Justice students has actually declined between Fall 2001 and Fall 2002. While there has been a reduction in the number of academies in the past year, this trend is expected to reverse for 2003/04 with significant expansion of the regional public safety academy that serves multiple local law enforcement agencies.

Changes in Educational Goals. There has been a dramatic shift in the stated educational goal of students. The fastest growing group and most frequently cited goal is to obtain an associate's degree and transfer **(currently 37 percent)**. This group is followed by students still undecided on an educational goal **(24 percent)**.

Changes in Age Distribution. Figure 2 depicts the age distribution of College of the Canyons "regular" students. The greatest growth in "regular" students was those age 22 or younger, increasing **17 percent from 5,252 in Fall 1999 to 6,169 in Fall 2002**. The size of other groups has remained about the same.

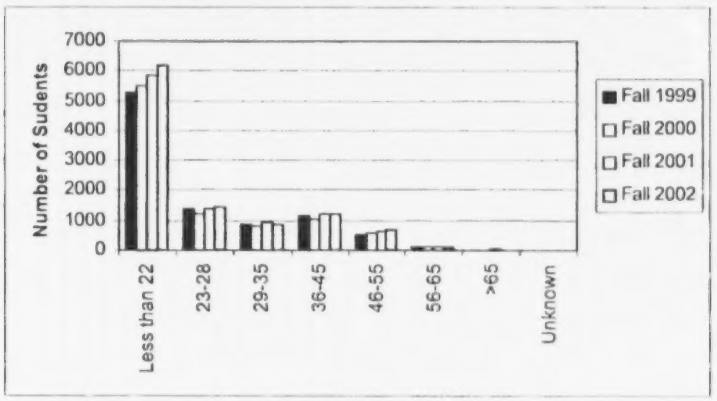

Figure 2. Shift in Age Distribution ("Regular" Students): Fall 1999 to Fall 2002

Changes in Gender Distributions. There have been increases in the numbers of male students and the number of female students. The number of female students has increased the most, from **5,065 in Fall 1999 to 5,835 in Fall 2002**, an increase of **15 percent**.

Changes in Community of Residence. The greatest increases in students' community of residence were for Canyon Country and Valencia, **which increased 359 and 314 students**, respectively. Other areas showed moderate increases, except Newhall which **declined slightly from 910 in Fall 1999 to 891 in Fall 2002**. The largest increases correspond to areas with a College presence, given the original campus in Valencia and new ACCESS center in Canyon Country.

Changes in Ethnic Distribution. The largest numeric increases were for White students **(increasing from 5,300 in Fall 1999 to 5,796 in Fall 2002)** and Latino students **(increasing from 1,716 in Fall 1999 to 2,113 in Fall 2002)**. All other ethnic groups except Native American increased during the same time period. The number of Native American students **decreased by 21** students.

Out-of-District "Regular" Students. Additional analyses were performed to describe the "regular" students who attend College of the Canyons from outside of the district (see Figures 7 through 10 and Table 7). The majority of out-of district, "regular" students are:

- ✓ Traditional college age **(67 percent).**
- ✓ Planning to receive an associate's degree or transfer **(58 percent).**
- ✓ Non-white **(56 percent)**, with Latino being the largest non-White ethnicity.
- ✓ Residents of either the San Fernando Valley or Antelope Valley.
- ✓ About equal numbers of students are female **(51 percent)** versus male **(49 percent)**.

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INTRODUCTION

The Office of Institutional Development and Technology, along with the Public Information Office identified several topics of research to inform marketing efforts associated with enrollment management. Enrollment management has been around for more than 30 years (Penn, 1999). As Mabry simply describes, "enrollment management is the process of defining enrollment goals and establishing procedures to reach these goals, thereby providing an institution with the mechanisms to control its size, shape, and character."(Mabry, 1987, p1.) For California Community Colleges, the number of students funded is determined by the State. Therefore, in this context an important aspect of enrollment management is to determine how to serve as many people in the community without exceeding the number funded by the State. In these times of significant reductions in the State budget and changing demographics, enrollment management studies can be especially useful. For College of the Canyons, this dynamic system is uniquely fluid since the College has a history of meeting the growing demand for higher education and developing new programs while facing budget cuts from the State of an unknown magnitude. One approach to reconciling these competing demands is to increase the efficiency in which the College provides access to higher education to growing groups. This concept can be applied to marketing, course offerings, and every other aspect of the College's operation.

Demographic analyses contained in this report are intended to assist in efforts to improve the efficiency of the College, especially related to marketing efforts. Many of the analyses address specific questions raised by the Public Information Office. The information can also be useful in informing other related aspects of enrollment management, such as defining the natural growth in demand based on the shifting demographics. For either of these purposes, the information is intended to be used in combination with other data, such as those presented in the Fact Book on the population and community characteristics.

METHODS

The Public Information Office identified information needs, which were augmented by the Office of Institutional Development and Technology. Data needs that could be met with existing information formed the basis for this report and include:

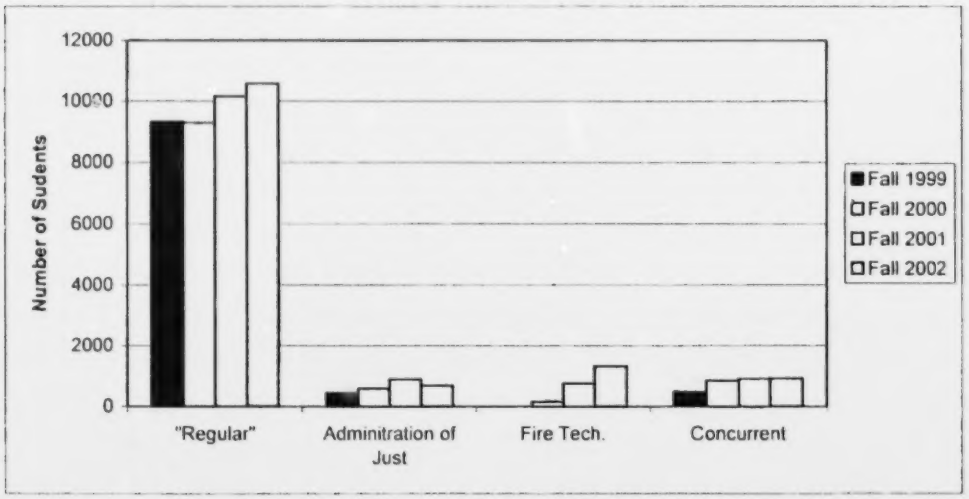
- How has the size of the student populations changed, including students enrolled in Administration of Justice academies and in-services, students enrolled in Fire Technology in-service training programs, students concurrently enrolled in high school, and all other students?
- Are there changes in students' educational goals throughout the years?
- How have the demographic characteristics of the students changed over the years, including the age, gender, ethnicity, and community of residence?
- Given the rather large out-of-district population attending College of the Canyons, what are their characteristics?

To inform these questions, data from the Chancellor's Office referential files and the 320 data file were analyzed using The Statistical Package for the Social Science (SPSS, 2002) and EXCEL (EXCEL, 2002).

MAJOR FINDINGS

General Population Shifts. Figure 1 and Table 1 depict shifts in general populations, specifically students enrolled in Administration of Justice academies or in-service trainings, students enrolled in Fire Technology in-services programs, students concurrently enrolled in K-12 programs and the College, and all other "regular" students (not concurrently enrolled, AJ, or Fire). Note that the "regular" students and Fire Technology students are showing the greatest gains in total number of increased students. During the three years, the number of "regular" students increased 13.5 percent, from 9,328 to 10,587. The number of Fire Technology students enrolled in in-services trainings increased from 0 in Fall 1999 to 1,329 in Fall 2002. Administration of Justice students have actually declined in numbers between Fall 2001 and Fall 2002. Lastly, students concurrently enrolled in K-12 and college courses at COC has increased from 484 in Fall 1999 to 931 in Fall 2002, an increase of 92 percent.

Figure 1. General Population Shift in Students Enrolled at College of the Canyons: Fall 1999 to Fall 2002.

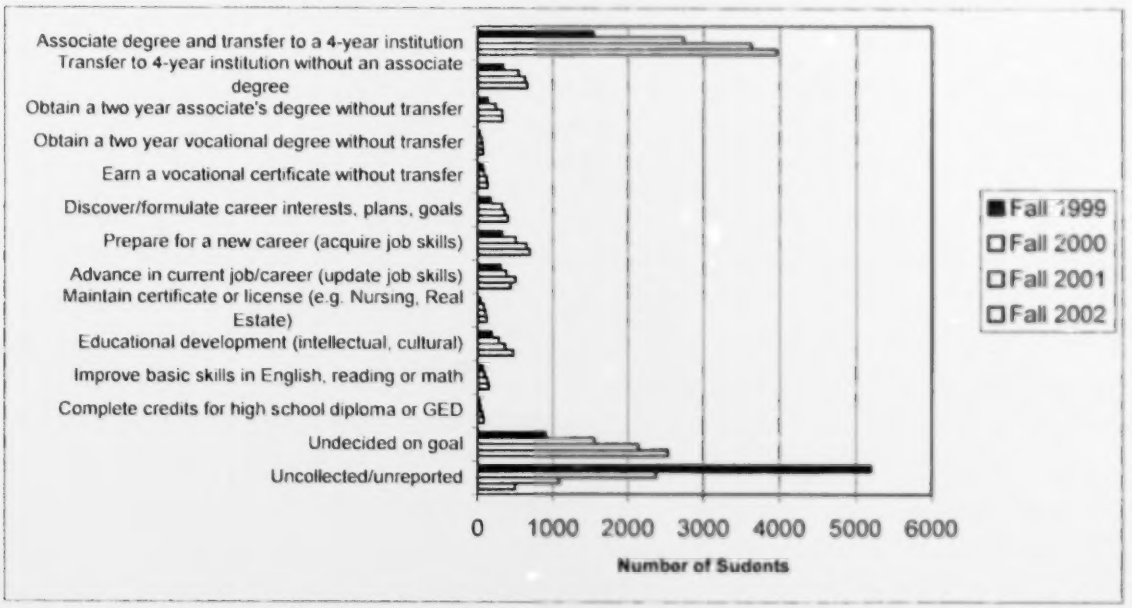


	Fall 1999	Fall 2000	Fall 2001	Fall 2002
"Regular"	9328	9295	10161	10587
Administration of Justice	448	582	894	696
Fire Tech.		155	754	1329
Concurrent	484	859	917	931
Total	10260	10891	12726	13543

Table 1. General Population Shift in Students Enrolled at College of the Canyons: Fall 1999 to Fall 2002.

Changes in Educational Goals. There has been a dramatic shift in the stated educational goal of students. Figure 2 and Table 2 depict the stated goals of "regular" students as defined above. The fastest growing group and most frequently cited goal is to obtain an associate's degree and transfer (currently 37 percent). This group is followed by students still undecided on an educational goal (24 percent). There is a dramatic decline in the number of students with uncollected or unreported educational goals, from 5,201 in Fall 1999 to 509 in Fall 2002.

Figure 2. Shift in Educational Goals ("Regular" Students): Fall 1999 to Fall 2002


Associate degree and transfer to a 4-year institution
Transfer to 4-year institution without an associate degree
Obtain a two year associate's degree without transfer
Obtain a two year vocational degree without transfer
Earn a vocational certificate without transfer
Discover/formulate career interests, plans, goals
Prepare for a new career (acquire job skills)
Advance in current job/career (update job skills)
Maintain certificate or license (e.g. Nursing, Real Estate)
Educational development (intellectual, cultural)
Improve basic skills in English, reading or math
Complete credits for high school diploma or GED
Undecided on goal
Uncollected/unreported
Fall 1999
Fall 2000
Fall 2001
Fall 2002
0
1000
2000
3000
4000
5000
6000
Number of Sudents

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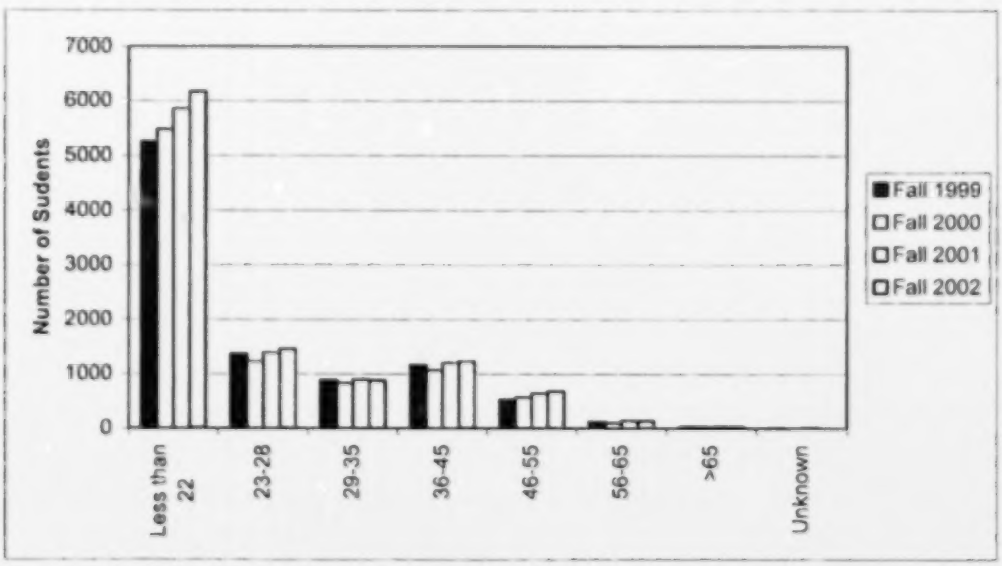
	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Associate degree and transfer to a 4-year institution	1539	2734	3626	3960
Transfer to 4-year institution without an associate degree	345	548	635	666
Obtain a two year associate's degree without transfer	132	240	323	334
Obtain a two year vocational degree without transfer	26	52	61	69
Earn a vocational certificate without transfer	62	83	117	132
Discover/formulate career interests, plans, goals	169	326	360	405
Prepare for a new career (acquire job skills)	329	510	656	702
Advance in current job/career (update job skills)	306	382	505	443
Maintain certificate or license (e.g. Nursing, Real Estate)	36	84	108	123
Educational development (intellectual, cultural)	188	286	364	480
Improve basic skills in English, reading or math	68	88	126	148
Complete credits for high school diploma or GED	21	38	57	86
Undecided on goal	906	1552	2136	2530
Uncollected/unreported	5201	2372	1087	509
Total	9328	9295	10161	10587

Table 2. Shift in Educational Goals ("Regular" Students): Fall 1999 to Fall 2002.

Changes in Age Distribution. Figure 3 and Table 3 depict the age distribution of College of the Canyons "regular" students. The greatest growth in "regular" students were those 22 or younger, increasing 17 percent from 5,252 in Fall 1999 to 6,169 in Fall 2002. The size of other groups has remained about the same.

Figure 3. Shift in Age Distribution ("Regular" Students): Fall 1999 to Fall 2002.



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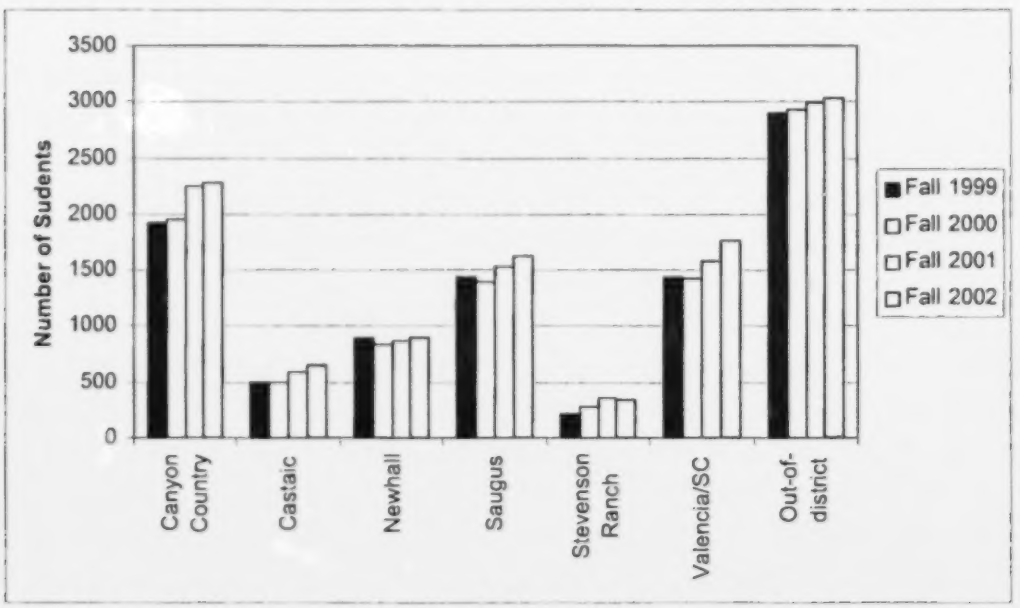
	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Less than 22	5252	5481	5853	6169
23-28	1362	1226	1390	1461
29-35	883	832	897	883
36-45	1159	1063	1197	1225
46-55	523	564	644	684
56-65	120	102	139	138
>65	23	27	30	26
Unknown	6	0	11	1
Total	9328	9295	10161	10587

Table 3. Shift in Age Distribution ("Regular" Students): Fall 1999 to Fall 2002.

Changes in Community of Residence. Changes in the number of "regular" students attending College of the Canyons between Fall 1999 and Fall 2002 is depicted in Figure 4 and Table 4. The greatest increases were in Canyon Country and Valencia, which increased 359 and 314 students, respectively. Other areas showed moderate increases, except Newhall, which declined slightly from 910 in Fall 1999 to 891 in Fall 2002.

Figure 4. Shift in Community of Residence ("Regular" Students): Fall 1999 to Fall 2002.

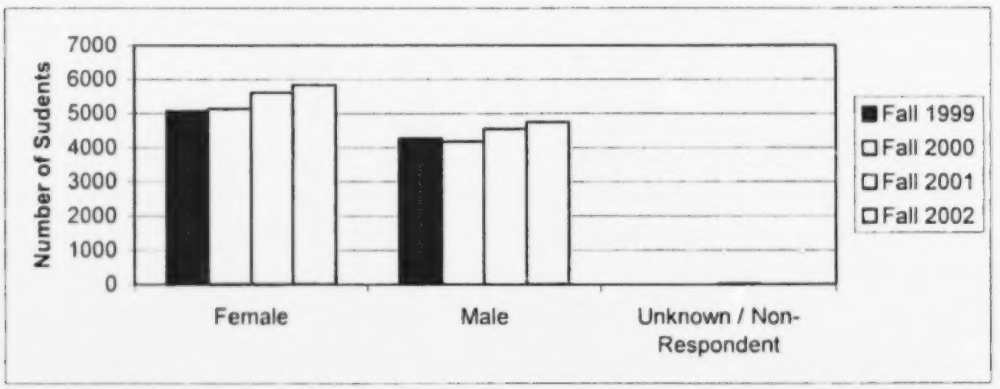


	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Canyon Country	1925	1954	2238	2284
Castaic	491	489	589	653
Newhall	905	839	866	891
Saugus	1446	1391	1529	1627
Stevenson Ranch	219	273	358	343
Valencia/SC	1447	1426	1585	1761
Out-of-district	2895	2923	2996	3028
Total	9328	9295	10161	10587

Table 4. Shift in Community of Residence ("Regular" Students): Fall 1999 to Fall 2002.

Changes in Gender Distributions. Changes in the gender distribution of "regular" students between Fall 1999 and Fall 2002 are depicted in Figure 5 and Table 5. There have been increases in the numbers of male students and the number of female students. The number of female students has increased the most, from 5,065 in Fall 1999 to 5,835 in Fall 2002, an increase of 15 percent.

Figure 5. Shift in Gender Distribution ("Regular" Students): Fall 1999 to Fall 2002.

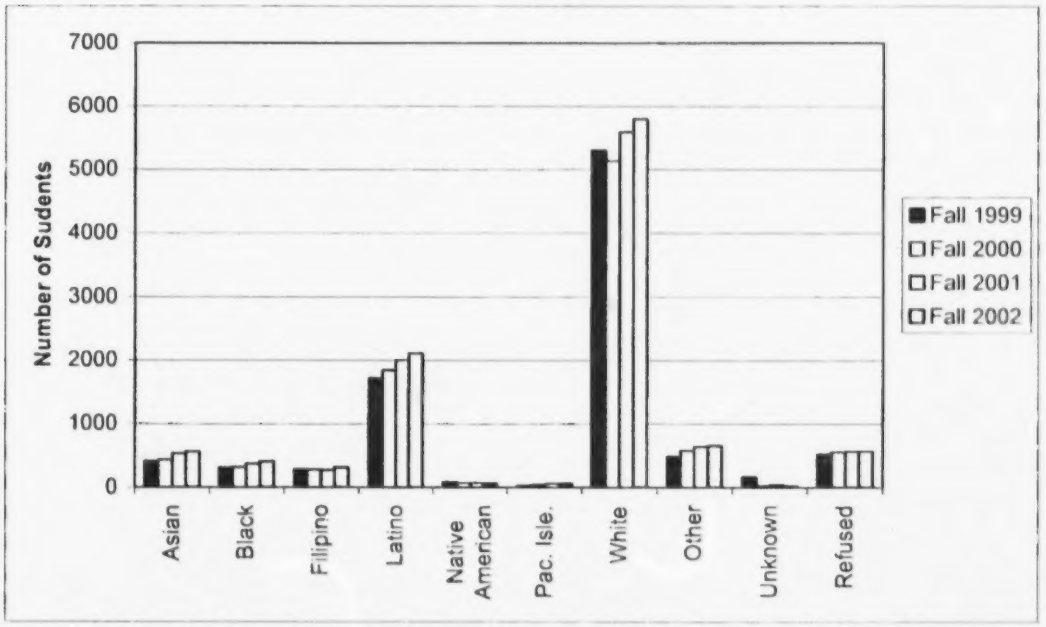


	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Female	5065	5128	5604	5835
Male	4263	4167	4543	4752
Unknown / non-respondent	0	0	14	0
Total	9328	9295	10161	10587

Table 5. Shift in Gender Distribution ("Regular" Students): Fall 1999 to Fall 2002.

Changes in Ethnic Distribution. Figure 6 and Table 6 depict the shift in ethnic distribution of "regular" students between Fall 1999 and Fall 2002. The largest numeric increases were for White students (increasing from 5,300 in Fall 1999 to 5,796 in Fall 2002) and Latino students (increasing from 1,716 in Fall 1999 to 2,113 in Fall 2002). All other ethnic groups except Native American increased during the same time period. The number of Native American students decreased by 21 students.

Figure 6. Shift in Ethnic Distribution ("Regular" Students): Fall 1999 to Fall 2002.



	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Asian	414	435	535	567
Black	312	320	373	414
Filipino	285	287	277	317
Latino	1716	1841	2005	2113
Native American	85	70	68	64
Pac. Isle.	35	45	63	64
White	5300	5135	5587	5796
Other	485	577	642	654
Unknown	170	26	42	30
Refused	526	559	569	568
Total	9328	9295	10161	10587

Table 6. Shift in Ethnic Distribution ("Regular" Students): Fall 1999 to Fall 2002.

Out-of-District "Regular" Students. Additional analyses were performed to describe the regular students who attend College of the Canyons from outside of the district (see Figures 7 through 10 and Table 7). The majority of out-of district, "regular" students are:

- ✓ Traditional college age (67 percent)
- ✓ Planning to receive an associates degree or transfer (58 percent)
- ✓ Non-white (56 percent), with Latino being the largest non-White ethnicity.
- ✓ Residents of either the San Fernando Valley or Antelope Valley.
- ✓ About equal numbers of students are female (51 percent) versus male (49 percent).

Figure 7. Out-of-District "Regular" Students Age Distribution: Fall 2002.

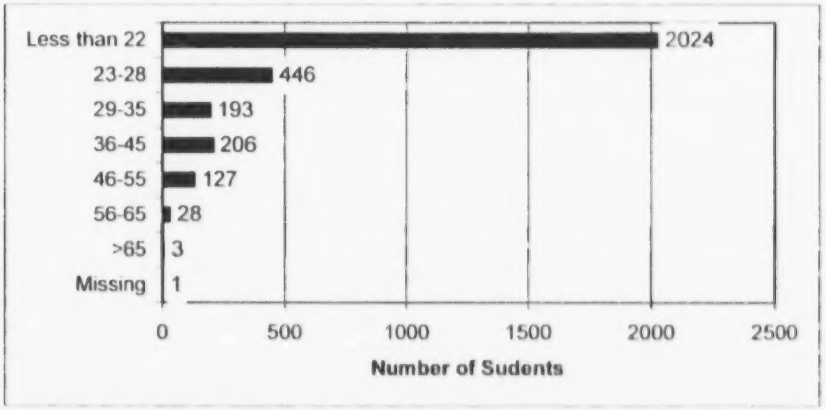


Figure 8. Out-of-District "Regular" Students Gender Distribution: Fall 2002.

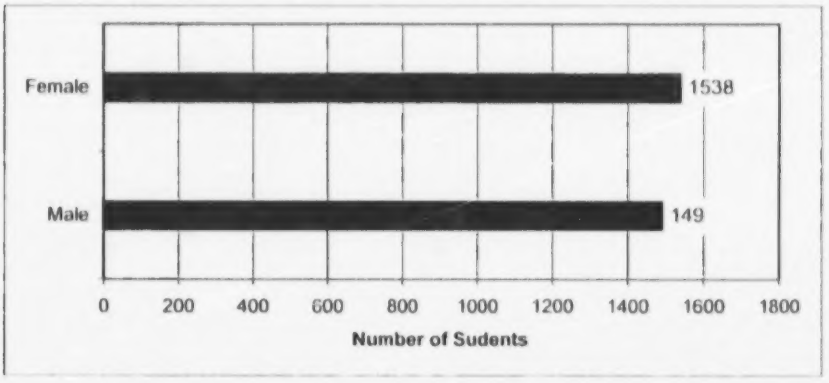


Figure 9. Out-of-District "Regular" Students Educational Goals: Fall 2002.

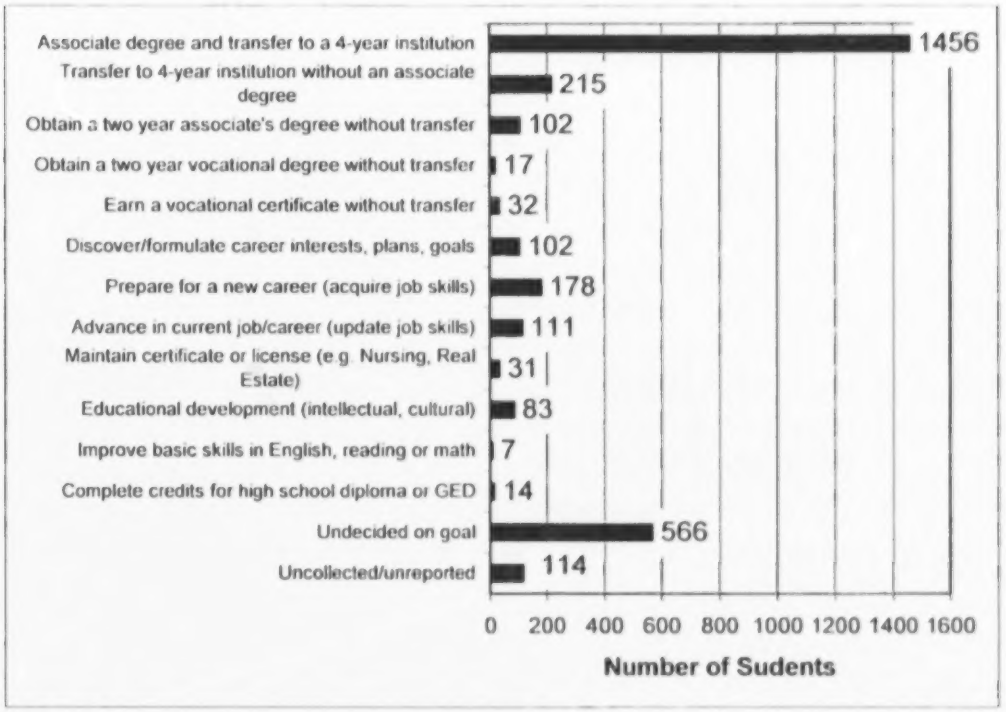
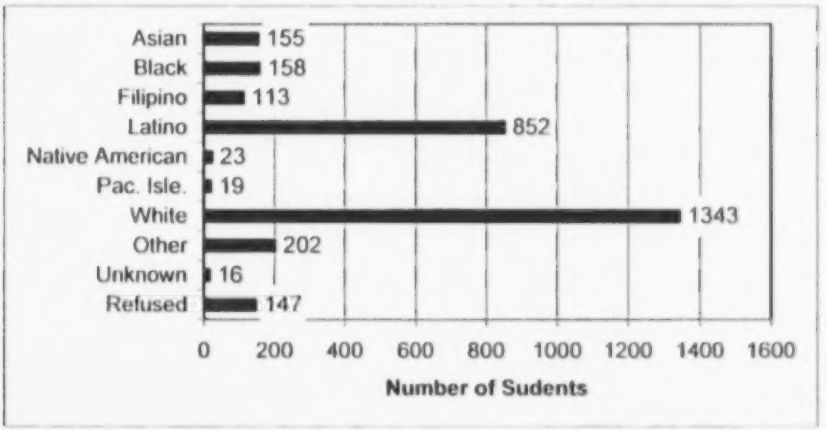


Figure 10. Out-of-District "Regular" Students Ethnic Distribution: Fall 2002.



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		Number of Out-of-District "Regular" Students			Number of Out-of-District "Regular" Students
91342	Sylmar	329	91402	Panorama City	48
91344	Granada Hills	327	91352	Sun Valley	47
93510	Acton	141	91214	La Crescenta	45
91343	North Hills	137	93536	Lancaster	45
91331	Pacoima	132	91406	Van Nuys	43
93550	Palmdale	103	93552	Palmdale	43
91326	Northridge	98	91335	Reseda	37
91340	San Fernando	84	93535	Lancaster	36
91345	Mission Hills	76	93015	Fillmore	34
93225	Frazier Park	74	93534	Lancaster	29
93551	Palmdale	73	91306	Winnetka	25
91040	Sunland	65	91605	North Hollywood	25
91325	Northridge	63	91042	Tujunga	24
91324	Northridge	57	91304	Canoga Park	24
91311	Chatsworth	55	93063	Simi Valley	24
91504	Burbank	54	93065	Simi Valley	24
91505	Burbank	52	91606	North Hollywood	21

Table 7. Out-of-District "Regular" Students Age Distribution: Fall 2002.

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CONCLUSIONS

General Population Shifts. The greatest growth in number of students was in Fire Technology (increasing from zero students in 1999 to 1,329 students in Fall 2002.) This reflects the creation of a separate department for Fire Technology and efforts to provide in-service training. The growth is expected to continue at a moderate pace.

The percentage of students concurrently enrolled at COC and in a high school increased dramatically as well, from 484 in Fall 1999 to 931 in Fall 2002, an increase of 92 percent. Large increases are the result of policy changes, such as waiving fees for concurrently enrolled students and offering dual credit, and the creation of Academy of the Canyons. Currently, there is legislation to restrict concurrent enrollment (SB 338, Scott). This legislation is not expected to have a great impact on enrollments, though implementing some restrictions on enrollment in physical education and personal development courses could result. The larger, summer sports program will be unaffected, as it has already been moved to community extension, which is not affected by the pending legislation.

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Out-of-District "Regular" Students. Additional analyses were performed to describe the regular students who attend College of the Canyons from outside of the district (see Figures 7 through 10 and Table 7). The majority of out-of district, regular students are:

- ✓ Traditional college age (67 percent)
- ✓ Planning to receive an associates degree or transfer (58 percent)
- ✓ Non-white (56 percent), with Latino being the largest non-White ethnicity.
- ✓ Residents of either the San Fernando Valley or Antelope Valley.
- ✓ About equal numbers of students are female (51 percent) versus male (49 percent).

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